

Expectations for Engagement: What 1st-year Students and Transfers Say

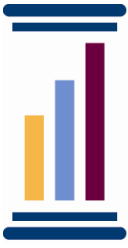
39th Annual Conference on The First-Year Experience
Washington, DC Saturday, February 22, 2020

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Project Manager, Beginning College Survey of Student Engagement

Jillian Kinzie

Associate Director, National Survey of Student Engagement



We will cover...

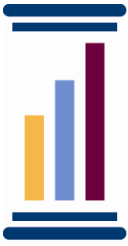
I. Basics of BCSSE and NSSE

- Beginning College Survey of Student Engagement (BCSSE)
 - Purpose and use
 - Survey content: First-year, transfer, and older students
 - Survey administration: When, how, and mode (paper or online)
 - What you receive; reports
- National Survey of Student Engagement (NSSE)
 - Survey content, including the first-year student transitions module and the advising module
 - The power of BCSSE-NSSE combination

II. Expectations for Engagement: What 1st-year Students and Transfers Say

Results

What does this mean for your campus



Basics of BCSSE

Purpose: To measure prior academic and co-curricular experiences, as well as expectations and beliefs about participating in educationally purposeful activities during the upcoming academic year, for all **entering students including first-year, transfer, and older students who have little or no college experience.**

BCSSE results are used in many ways including:

- Academic advising
- Retention efforts and predictive analytics
- First-year program design and evaluation
- Faculty and staff development
- And more. . . .



See Using Your BCSSE Data: bcsse.indiana.edu/usingBCSSEData.cfm

and other examples of NSSE, FSSE, and BCSSE Data Use: nsse.indiana.edu/html/using_nsse_db



How Institutions Use BCSSE Data

University of South Florida

Use BCSSE data for predictive analytics to identify students at risk of not persisting

New Student Connections and Peer Advisor Leaders offices target priority outreach to these students

In past few years, improved:

- First-year retention **88% to 91%**, and
- Six-year graduation rate **67% to 72%**

Request PowerPoint slides from FYE 2019 session

Leveraging Survey Data and Predictive Analytics to Support First-Year Students

presented by Michelle Bombaugh and James Cole, Sunday, Feb 17



BCSSE DATA USE IN BRIEF Improving Persistence and Advising

Institutions participating in BCSSE have provided examples demonstrating uses of BCSSE's diagnostic, actionable information on beginning college student engagement to catalyze vital, sometimes challenging conversations on campus about the quality of undergraduate education. This brief focuses on one theme among these examples.

Campuses across the country understand that identifying students at risk of not persisting is of utmost importance. Institutions devote considerable resources and staff time to improving the first-year experience and student persistence. Among many successful institutional efforts to improve student persistence is the example of the University of South Florida's effective use of BCSSE data.

DATA-INFORMED CAMPUSWIDE PERSISTENCE EFFORTS

The University of South Florida (USF) began administering BCSSE to its first-year students in 2014, and every year the campus reassesses how it distributes and utilizes BCSSE data to support student success efforts across the university. Most notably, USF uses the data to deploy predictive analytics, to inform support personnel about the students they serve, and to identify students for early intervention.



University of South Florida

WHAT IS YOUR BCSSE DATA USE STORY?

Our growing collection of stories about how BCSSE institutions use their results is a shared resource for colleges and universities, and assists in our continuing efforts to improve the quality of the undergraduate experience.

If you wish to share examples highlighting your institution's uses of BCSSE data, usage strategies, or special activities, please contact us at bcsse@indiana.edu

For several years, USF has been using its own persistence model to identify 10–12% of new first-year students at risk of not persisting to the second year of college. Developed at USF, this statistical model is based on pre-matriculation data taken directly from the university's student information system. Incorporating BCSSE data into this persistence model, in fall 2016, not only strengthened it as a statistical tool but also revealed which BCSSE variables were significant predictors of first-year persistence, making it possible for USF to identify students for early intervention based on their individual BCSSE responses.

Using pre-matriculation characteristics to predict the risk of attrition has allowed support offices to start intervention efforts in the first few weeks of classes, when new students are in the early stages of connecting with the institution. The lists of at-risk students are shared with academic advisors, academic foundations (first-year seminar) instructors, and housing and residential education personnel, with the expectation that these entities will provide the students targeted interventions. After reviewing their students' BCSSE Advising Reports, the academic advisors, first-year seminar instructors, and housing and residential education personnel conduct intentional conversations informed by the reports' individual student responses.



How Institutions Use BCSSE/NSSE Data

Southern CT State University

FY Seminar instructors receive BCSSE Advising Reports

Predictive modelling to identify student success factors

NSSE Academic Advising module to identify issues with the campus's advising practices

BCSSE-NSSE analysis resulting in a special High-Impact Practice offering First-Generation College Student Living and Learning Communities

From Lessons in the Field, Volume 4

FEATURED INSTITUTIONAL USES 18

Using BCSSE and NSSE Data to Inform Predictions and Improvements

SOUTHERN CONNECTICUT STATE UNIVERSITY

The results of the predictive models using BCSSE data indicated that student success is all about relationships.

Every year since its inauguration in 2007, the Beginning College Survey of Student Engagement (BCSSE) has been administered at Southern Connecticut State University during orientation, and the institution has been pushing the boundaries of how colleges and universities use BCSSE data. As part of the First-Year Experience (FYE) Program, all incoming students are enrolled in a seminar that promotes their academic habits of mind, research skills, and preparedness for more advanced coursework. This seminar extends students' orientation into the future and guides them in developing action steps in the here-and-now to achieve their desired futures.

Prior to the first day of classes, the FYE seminar instructors receive a BCSSE Student Advising Report for each student, which provides individualized information regarding a student's commitment to the institution, expected academic difficulty, and self-perception of academic preparation for college. When guiding faculty on how to use this information to gauge a student's confidence and needs, the

Office of Assessment and Planning emphasizes that, rather than spelling out a student's destiny, BCSSE data provide a roadmap on how best to support the student during this crucial transition. At Southern Connecticut State University, the focus is on that which is amenable to change rather than unchangeable demographic characteristics and prior learning.

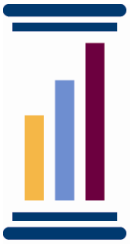
The Student Success Task Force, chaired by the Dean of the School of Arts and Sciences and the Vice President for Student Affairs, used BCSSE data along with other sources of data in predictive modeling to identify the most important predictors of student academic learning, persistence, and graduation outcomes. Of the information collected by BCSSE, the item "Do you expect to graduate from this institution?" was a significant predictor; not surprisingly, students who responded "Uncertain" were less likely to be retained compared with students who answered in the affirmative. Other important predictors included students' expected difficulty with time management; preparedness to speak clearly and effectively; and frequency of talking with a counselor, teacher, or other staff member about university or career plans.

More than this, the results of the predictive models using BCSSE data indicated that student success is all about relationships. The Student Success Task Force's recommendations led to the creation of the Academic Success Center and the modification of academic programs, policies, and instruction as part of a drive to advance a culture of student-centeredness at the university. Specifically to help students plan for the cost of education and manage their financial obligations, a new position was created: Coordinator of Student Financial Literacy and Advising.

BCSSE and NSSE data have been used at Southern Connecticut State University in numerous other ways as well. For example, using data from NSSE's Academic Advising Topical Module (along with other sources of information) to identify issues with the campus's advising practices, the institution implemented the Education Advisory Board's Student Success Collaborative advising platform, and university staff continue to use data from the advising module to evaluate this initiative. Additionally, analysis of BCSSE and NSSE data trends conducted by the Office

Southern Connecticut State University





Basics of BCSSE

BCSSE survey targets three distinct groups of new students:

- 1. First-year students; recent high school graduates**
- 2. Transfer students**
- 3. Older students who have little or no college experience**



Basics of BCSSE

FIRST-YEAR STUDENTS

High School experiences include:

- HS grades, math courses, AP, dual credit, and IB
- Hours Writing, Reading, Studying
- Learning Strategies
- Quantitative Reasoning
- Reflective Learning

Beginning College Survey of Student Engagement

We are interested in your high school experiences and how often you expect to participate in certain activities during your first year of college. The information that you provide will help your institution improve teaching, learning and the quality of the student experience. Thanks for your help. Write or mark your answers in the boxes. Examples: ☒ or ☒

Please print your student ID number in the box below. Do not print your Social Security number.

Please write in the 5-digit ZIP code of your home during your last year of high school.

HIGH SCHOOL EXPERIENCES

1 Please write in the year you graduated from high school (for example, 2018):

2 From which type of high school did you graduate? (Select only one.)

3 What were most of your high school grades? (Select only one.)

4 To date, in which of the following math classes have you earned a grade of "C" or better? (Select all that apply.)

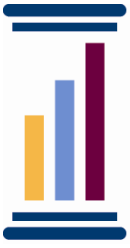
5 If you completed the SAT and/or ACT, enter your scores below (as best you remember):

6 During high school, how many of the following types of classes did you complete?

7 During your last year of high school, about how many papers, reports, or other writing tasks of the following lengths did you complete?

8 During your last year of high school, about how many hours did you spend in a typical 7-day week doing the following?

9 During your last year of high school, of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading?



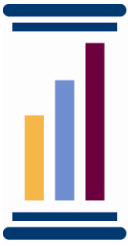
Basics of BCSSE

Questions specific to Transfer and Older Students

Example topics asked of transfer students

Regarding the college or university they are transferring from:

- Type institution (baccalaureate, community college, etc)
- How many credits expect to transfer
- Previous Grades
- Use of Learning Strategies
- Expected co-enrollment (attend another institution while attending yours)
- Why they left the other institution



Basics of BCSSE

Questions specific to Transfer and Older Students

Example topics asked of transfer students

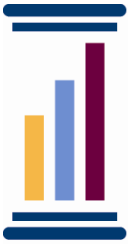
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- Previous Grades
- Use of Learning Strategies
- Expected co-enrollment (attend another institution while attending yours)
- Why they left the other institution

Example topics asked of transfer and older students

Regarding your campus:

- Why they chose to attend your institution
- How many more years they expect it will take to complete bachelor's degree
- Stress factors they expect to encounter (financial, meeting basic needs, time management, choosing a career, etc)
- Hours per week they expect to spend providing care for dependents and commuting
- Veteran status



Basics of BCSSE

However, most of the survey is common for all entering students

Expectations for the coming year, including:

- Hours preparing for class, working, etc
- Student-Faculty Interactions*
- Discussion with Diverse Others*
- Collaborative Learning*
- Expected Academic Difficulty**
- Academic Perseverance**
- Academic Help-Seeking**
- Perceived Academic Preparation*
- Importance of Supportive Environment*

* Corresponds with NSSE Engagement Indicator

** Corresponds with NSSE First-Year Module

During the coming school year, about how often do you expect to do the following?

Ask another student to help you understand course material

Very often Often Sometimes Never

Explain course material to one or more students

Very often Often Sometimes Never

Prepare for exams by discussing or working through course material with other students

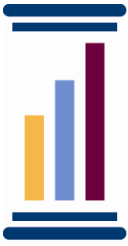
Very often Often Sometimes Never

Work with other students on course projects or assignments

Very often Often Sometimes Never

Talk about career plans with a faculty member

Very often Often Sometimes Never



Basics of BCSSE

Demographics and additional information

Other questions for all entering students include:

- Sources for paying for college
- First generation status
- Expectation to graduate
- Expected grades
- Friends also attending
- Choice of institution
- Race/ethnicity
- Other background information

Are you (or will you be) a full-time student at this institution?

- ☐ Yes
- ☐ No

How many of your close friends will attend this institution during the coming year?

- ☐ None
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4 or more

This institution was your:

- ☐ First choice
- ☐ Second choice
- ☐ Third choice or lower



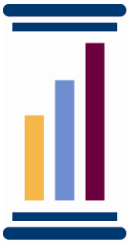
Basics of BCSSE

Summer/Fall administration:

- Modes available: Paper (FY only), Web, or Mixed
- Dates available: Early April to late summer/early fall
- Administered prior to the start of the fall term, but no later than two weeks after the start of the fall classes start.

Winter administration:

- Modes available: Web only
- Dates available: Early December to end of January
- Administered anytime during December or January.



Basics of BCSSE

Summer/Fall

- Institutional data file
- BCSSE Student Advising Reports
- BCSSE Institutional Report

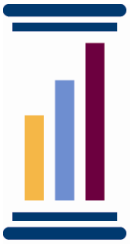
Fall

- Grand Frequencies and Means

Winter (optional)

- Institutional data file
- BCSSE Student Advising Reports

*Available within hours (web)
or shortly after surveys
are scanned (paper).*



Basics of BCSSE

Summer/Fall

- Institutional data file
- BCSSE Student Advising Reports
- BCSSE Institutional Report

Fall

- Grand Frequencies and Means

Winter (optional)

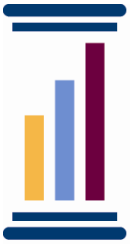
- Institutional data file
- BCSSE Student Advising Reports

Summer (following year)

- BCSSE/NSSE Combined Report



Institutional Report 2019

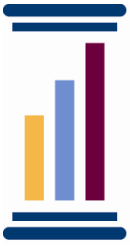


Basics of NSSE

National Survey of Student Engagement (NSSE)

- ❖ Administered annually at hundreds of baccalaureate level institutions across the US and Canada.
- ❖ Since 2000, approximately 6.4 million first-year and senior students enrolled at more than 1,600 institutions have completed NSSE.





Basics of NSSE

NSSE collects data representing a breadth of student engagement behaviors, including 10 Engagement Indicators and 6 High Impact Practices.

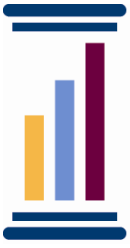
Engagement Indicators

- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning
- Collaborative Learning
- Discussions w/Diverse Others
- Student-Faculty Interaction
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment

High Impact Practices

- Learning community
- Internship, co-op, etc
- Work w/faculty on research project
- Service Learning
- Study abroad
- Culminating senior experience

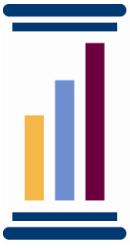




Basics of NSSE

NSSE Topical Modules

1. Academic Advising **(Updated 2019)**
2. Civic Engagement
3. Development of Transferable Skills
4. Learning with Technology
5. Experiences with Writing
6. Experiences with Information Literacy
- 7. First-Year Experiences and Senior Transitions**
8. Global Learning
9. Inclusiveness and Engagement with Cultural Diversity

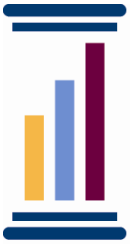


Assessing Expectations

Expectations influence outcomes



- In clinical trials, the therapeutic outcome can go, at least in part, in same direction as patients' expectations
- Compelling evidence that if expectations are not assessed, interpretation of the outcome may be difficult, or even wrong.



Expectations for Engagement

Understanding student expectations is important!

- Students' expectations and beliefs about the upcoming year guide decision making and where they focus their attention, what they do.
- Expectations that you should pay attention to depends on what questions you are trying to answer or what you are trying to accomplish.
- The following slides illustrate an example focusing on first-year and transfer students, as well as one example using BCSSE-NSSE data.



Expectations for Engagement

A complete reporting of entering student expectations

can be found in our summary reports web page:

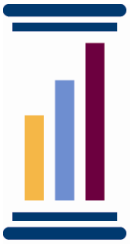
bcsse.indiana.edu/summary_tables.cfm



Frequencies and Statistical Comparisons Grand

First-Year Students

First-Year Students				Frequency Distributions										Statistical Comparisons							
Item wording or description	Variable name	Values ^c	Response options	All Students			First-Generation ^a				Self-Reported HS Grades				First-Generation			Self-Reported HS Grades			
							Yes		No		A- or higher		B+ or lower		Yes	No		A- or higher	B+ or lower		
				Count	%	Mean	Count	%	Count	%	Count	%	Count	%	Mean	Mean	ES	Mean	Mean	ES	
b. Explain course material to one or more students	cCLxplain	1	Never	1,080	1		477	2	554	1	485	1	568	2							
		2	Sometimes	33,925	43		13,544	44	19,285	42	19,650	40	13,739	47							
		3	Often	33,776	43	2.7	12,749	41	20,059	44	21,546	44	11,704	40	2.7	2.7	-.01	2.7	2.6 ***	.15	
		4	Very often	10,501	13		4,325	14	5,883	13	6,851	14	3,439	12							
		Total	79,282	100		31,095	100	45,781	100	48,532	100	29,450	100								



FY Expected Academic Difficulty

During the coming school year, how difficult do you expect the following to be?

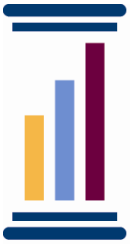
- a. Learning course material
- b. Managing your time
- c. Paying college or university expenses
- d. Getting help with school work
- e. Making new friends
- f. Interacting with faculty

Response range from:

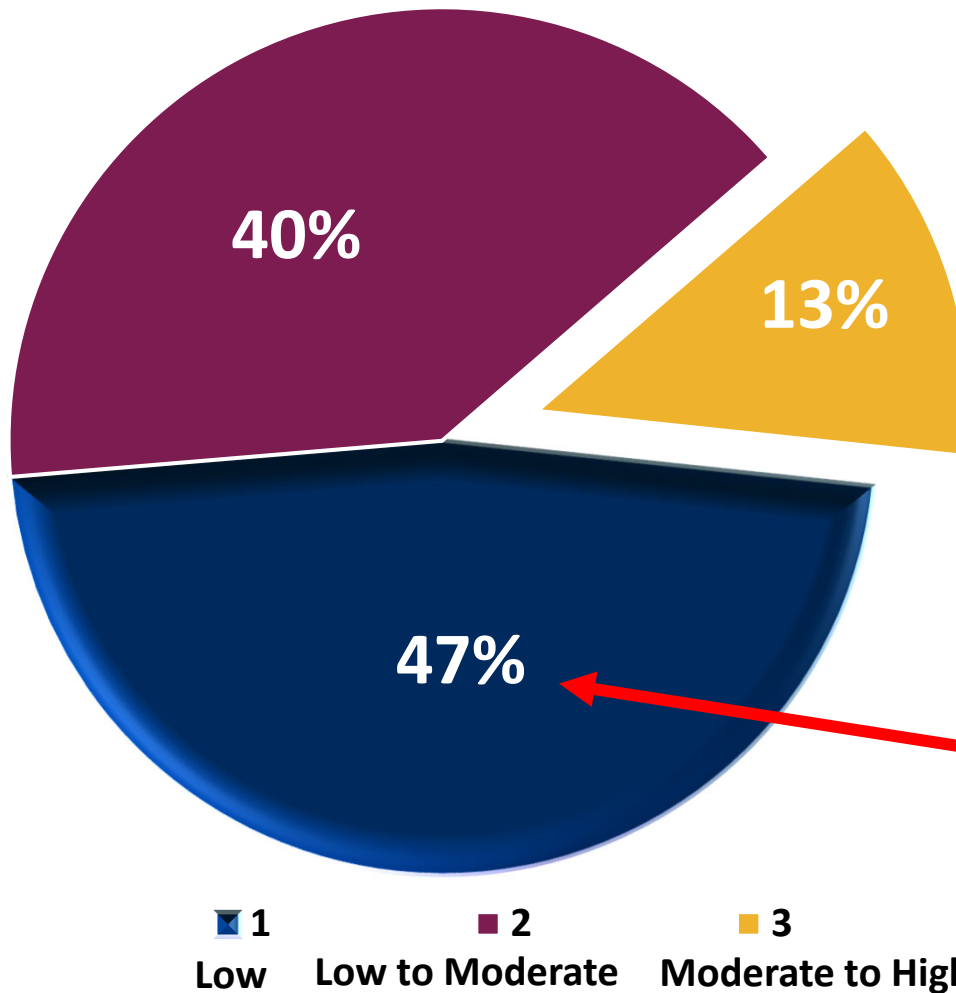
Not at all difficult

to

Very difficult

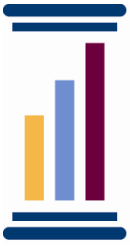


FY Expected Academic Difficulty

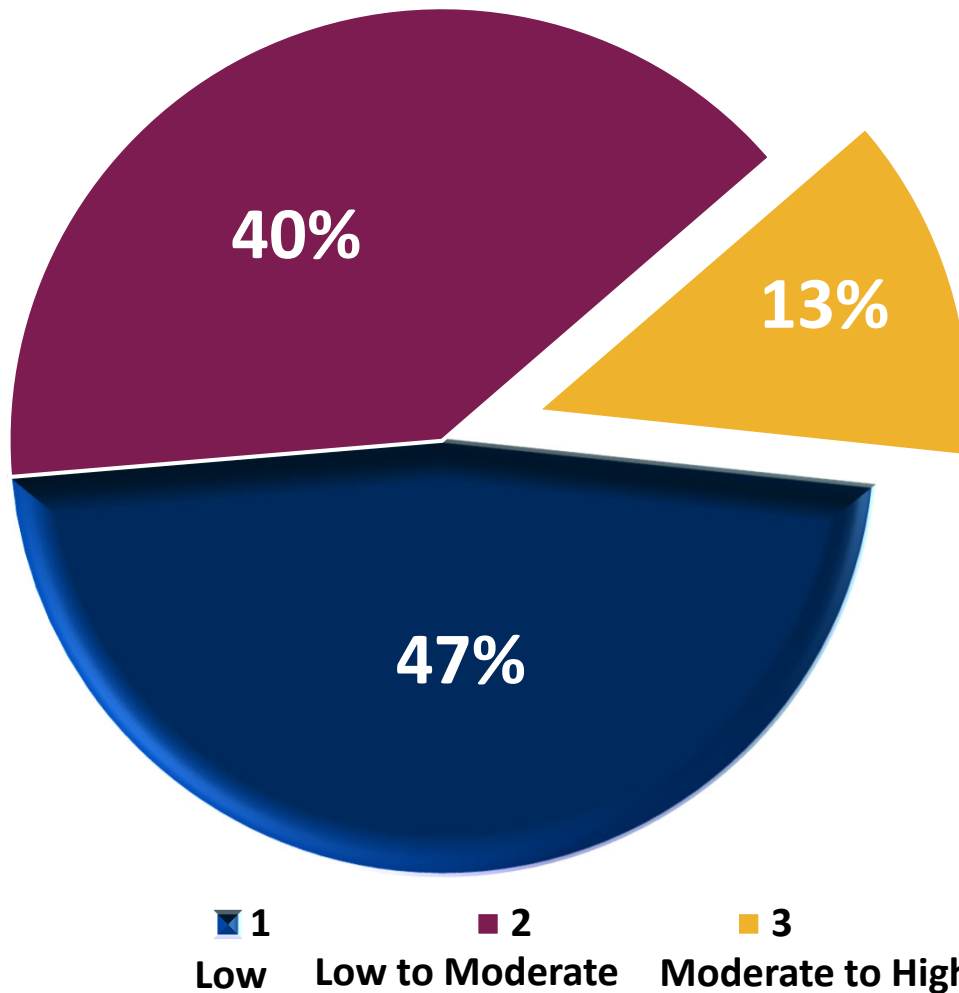


About 13% of entering first-year students expect moderate-high difficulty learning course material, managing time, getting help, and interacting with faculty.

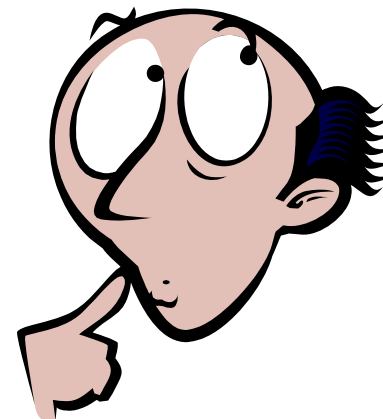
Is this also a concern?

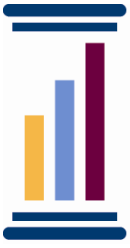


FY Expected Academic Difficulty



Where do these 13% of students expect to get help with coursework?





FY Expected Academic Difficulty

How often to you expect to seek help with coursework from the following sources?

**Most frequently cited
by these 13% of
students to learn course
material, manage time,
get help, and interact
with faculty?**



Faculty members

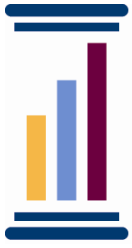
Academic advisors

Learning support services

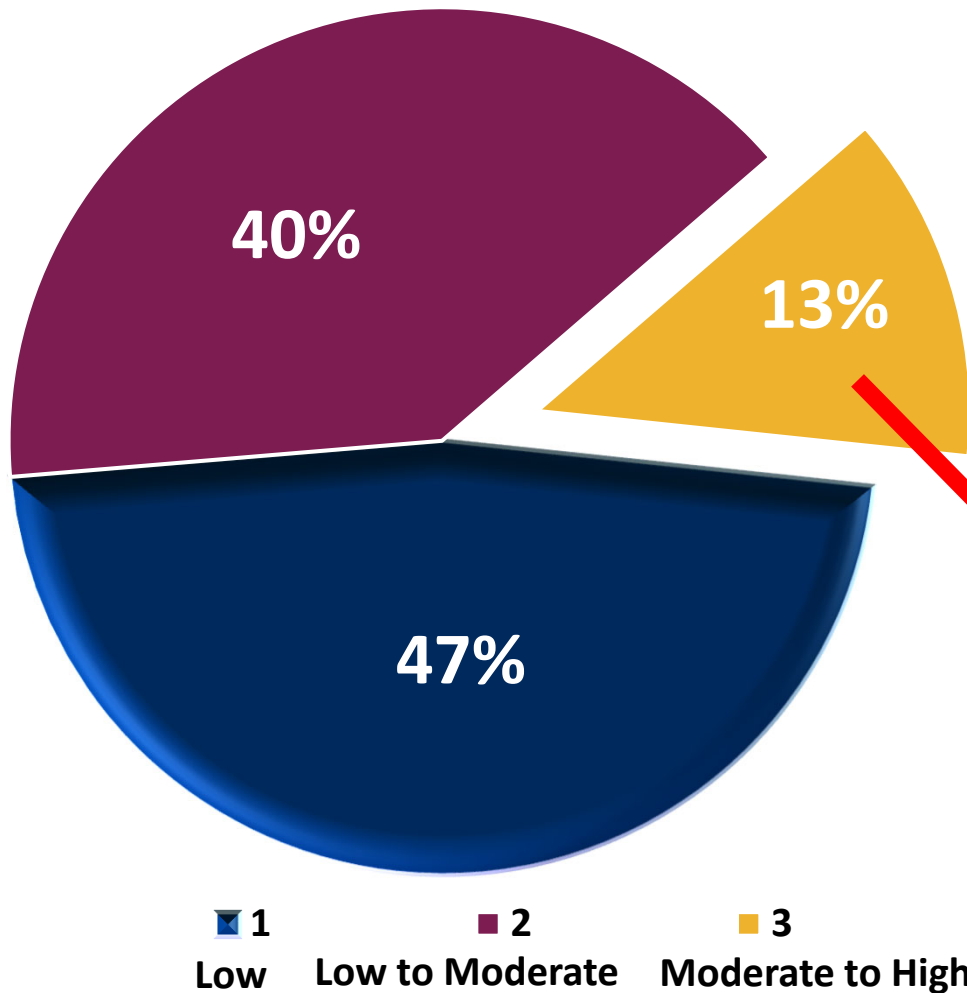
Friends or other students

Family members

Other persons or offices



FY Expected Academic Difficulty



“Very often” or “Often” expect to seek help from:

Faculty members

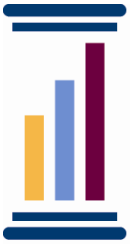
Academic advisors

79% Learning support services

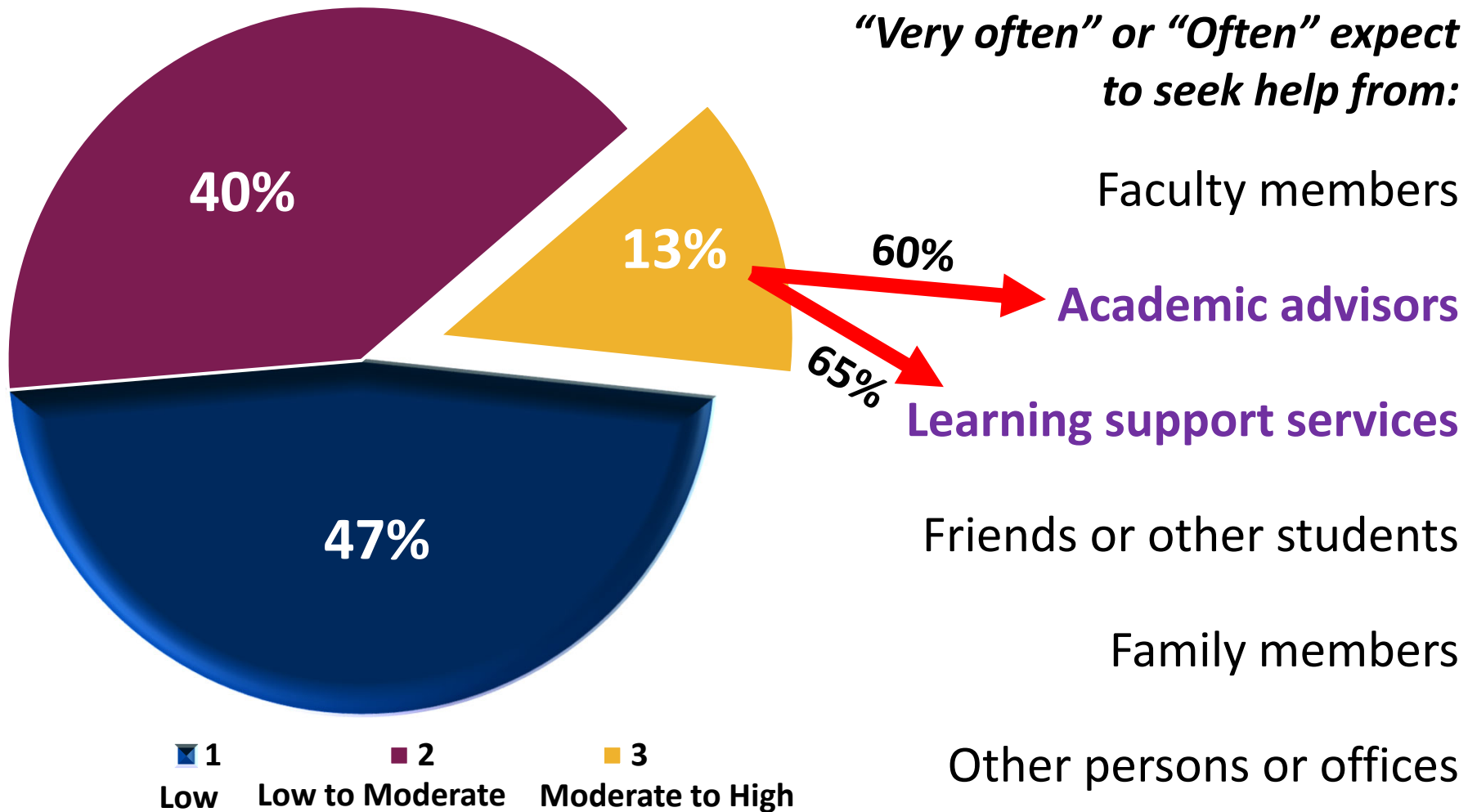
Friends or other students

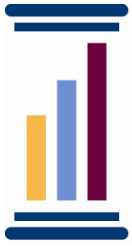
Family members

Other persons or offices

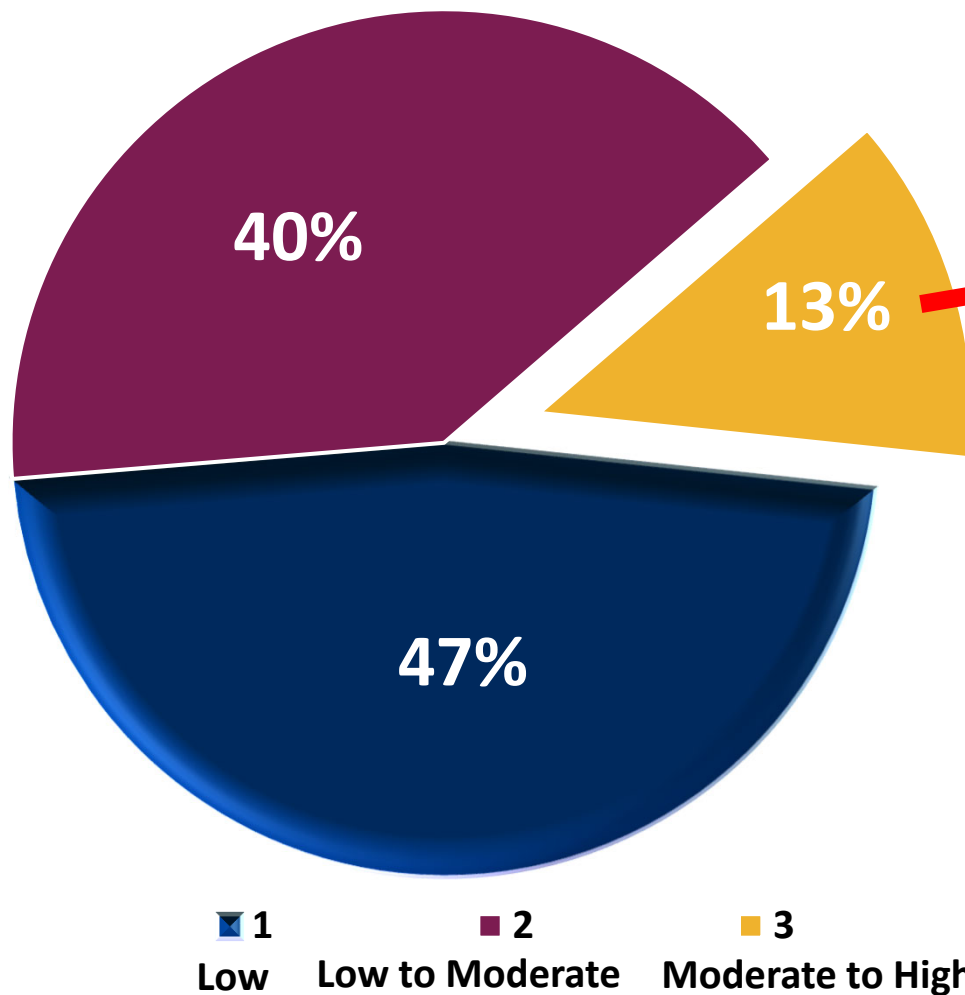


FY Expected Academic Difficulty





FY Expected Academic Difficulty



“Very often” or “Often” expect to seek help from:

Faculty members

59%

Academic advisors

Learning support services

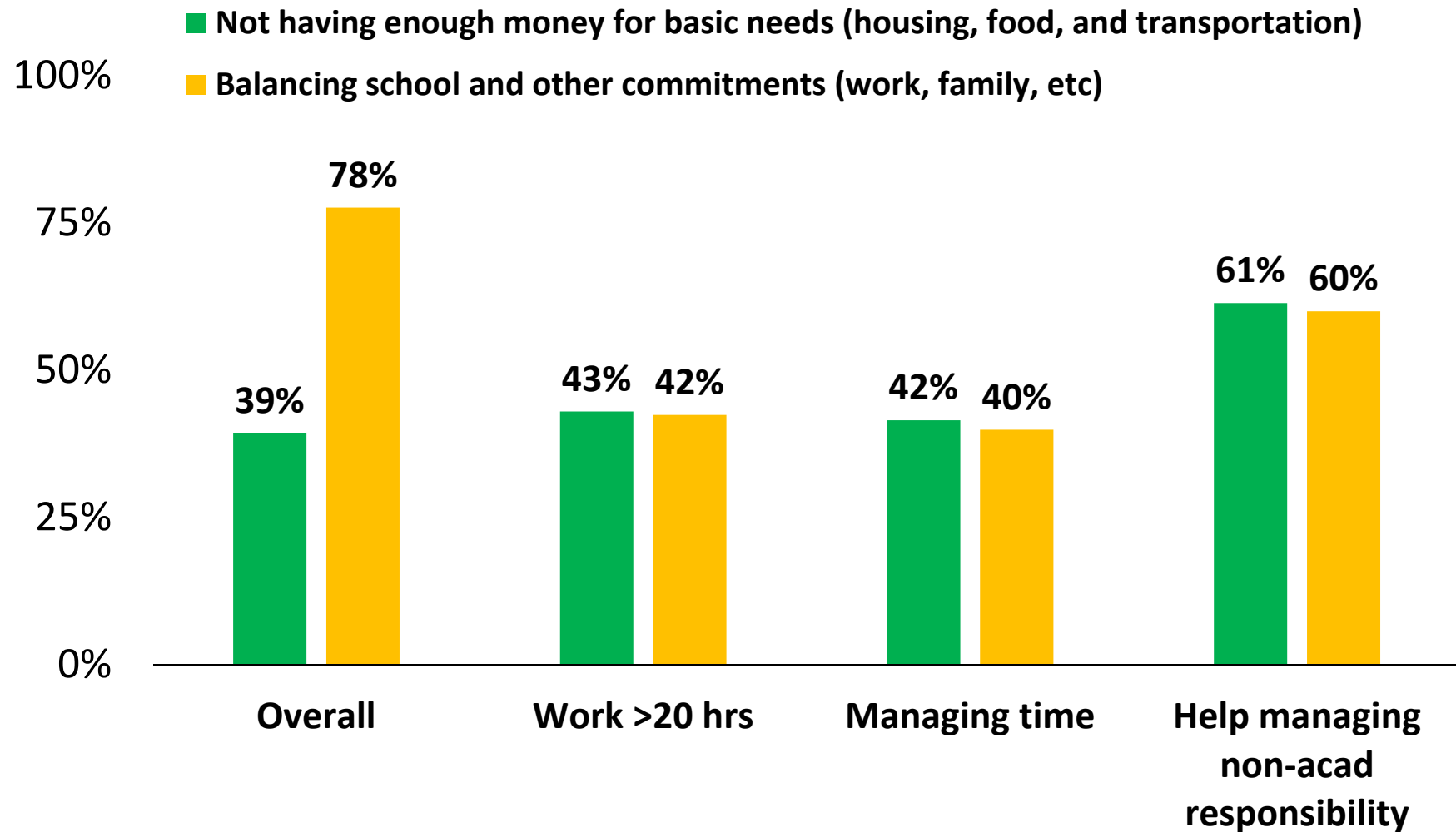
Friends or other students

Family members

Other persons or offices

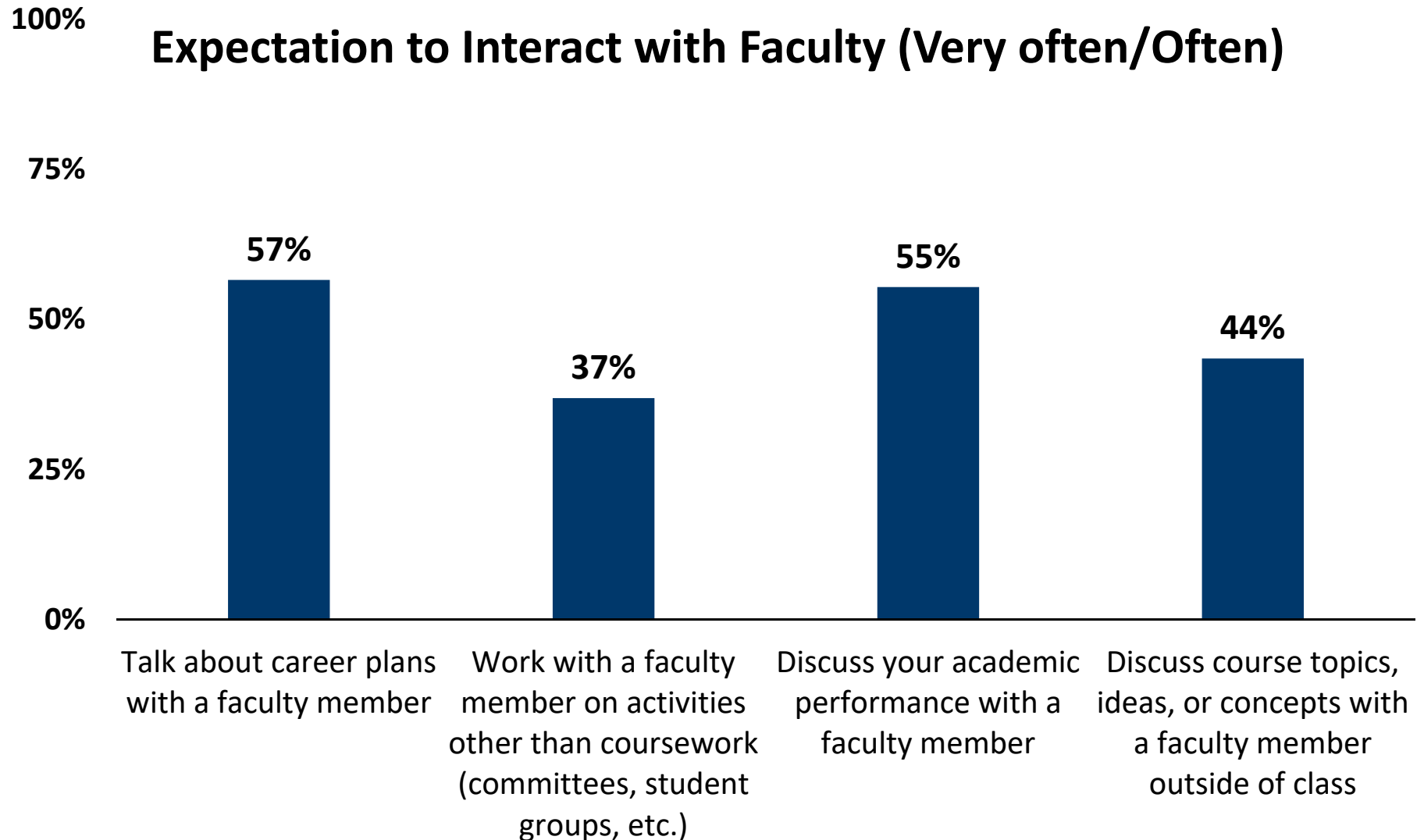


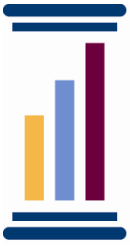
Transfer Students and Stress



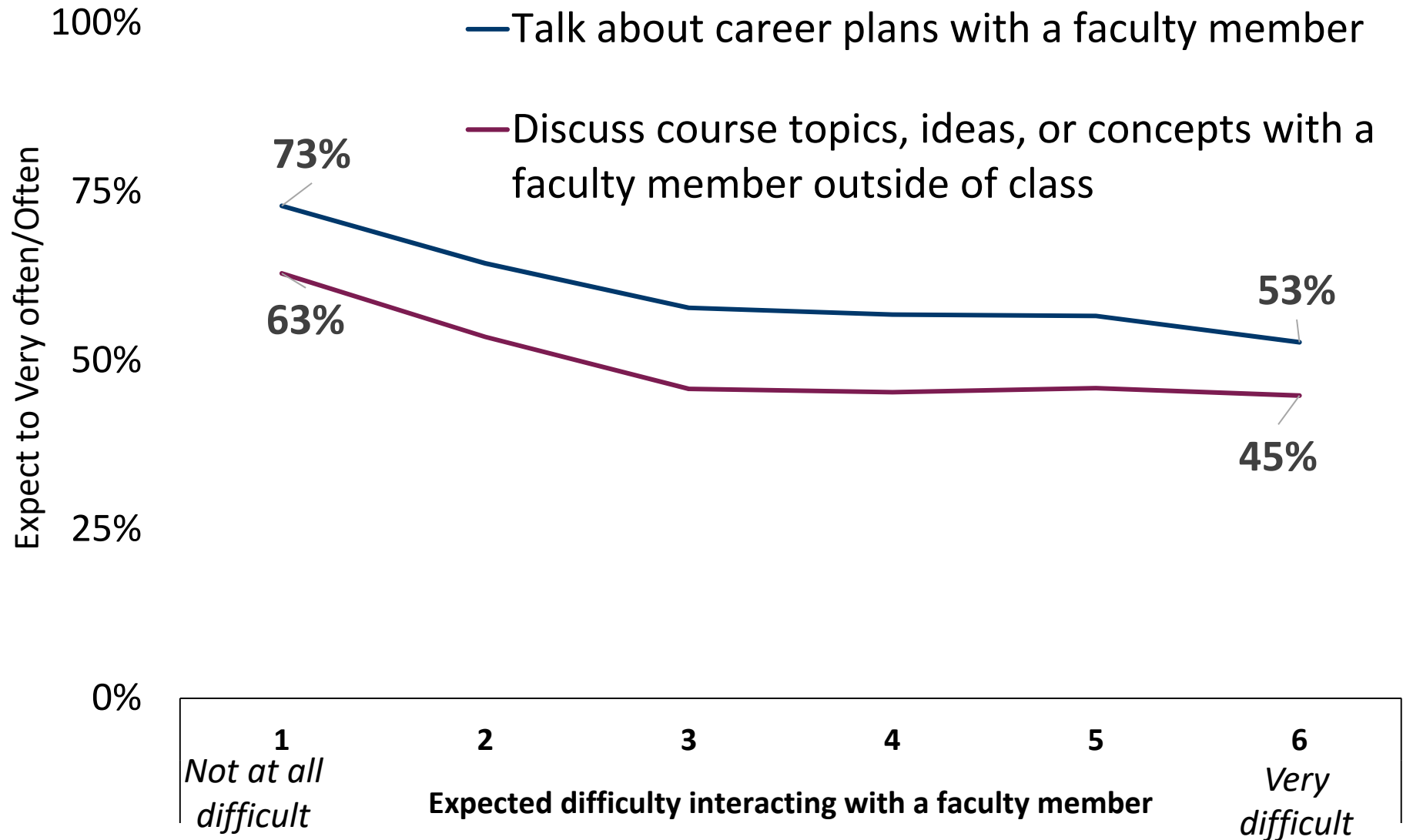


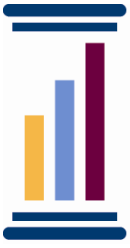
Transfer Students and Stress





Expectations for Engagement





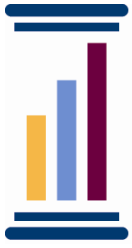
BCSSE as a Complement to NSSE

NSSE First-Year Topical Module: **36%** of FY students indicated that they *seriously considered leaving* the institution at some point during the year.

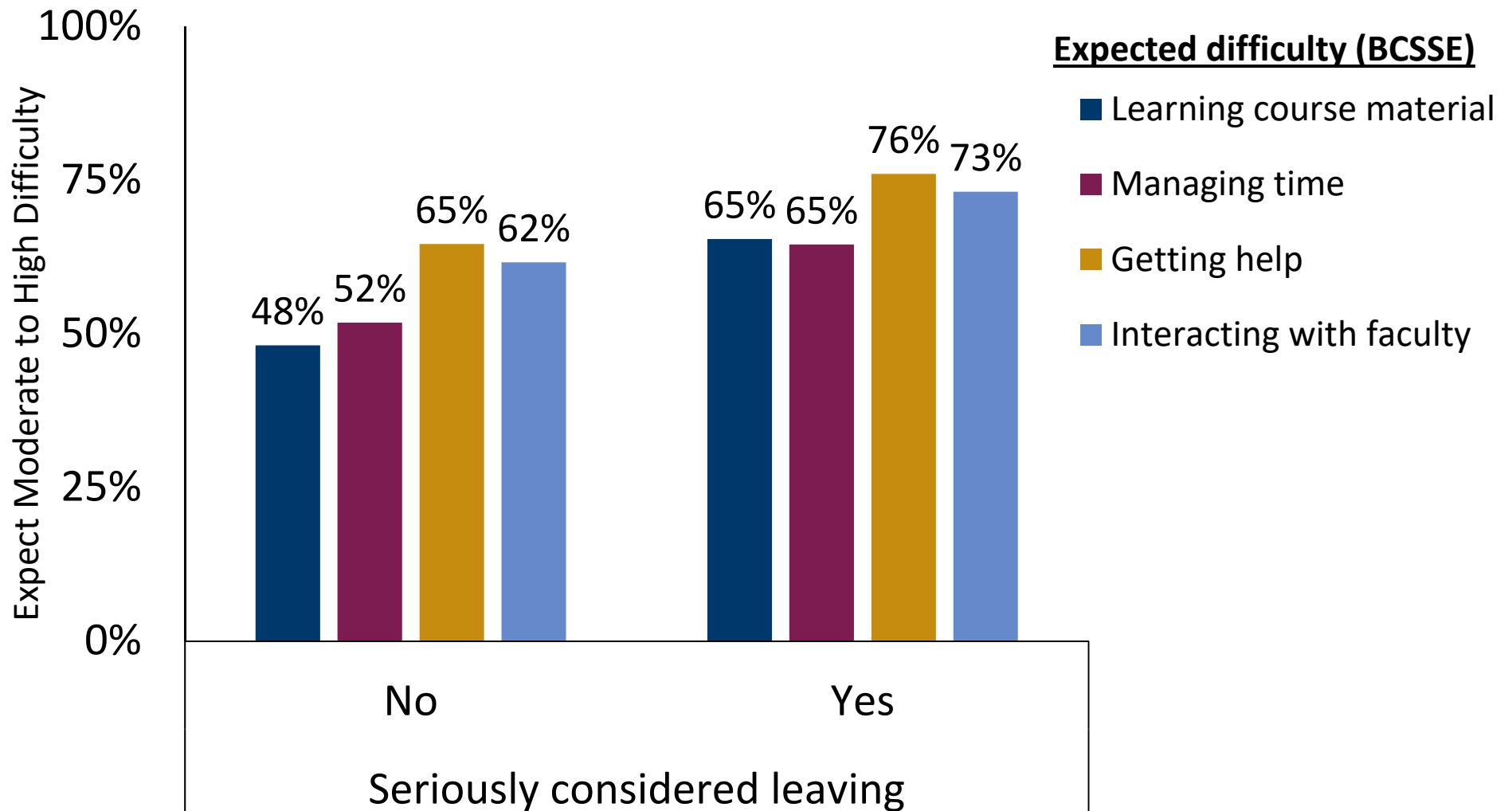
Who were these 36%?

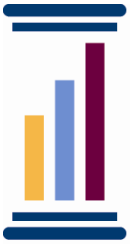
- 40% of FG students and 33% of non-FG
- 38% of females and 29% of males

We also know that many FY students expect to face academic difficulty during the coming year.



BCSSE as a Complement to NSSE





BCSSE Registration

Registration is opens March 2, 2020 and stays open through the summer.

More information can be found in the BCSSE Invitation to Participate or at **bcsse.indiana.edu**

2020 Invitation to Participate

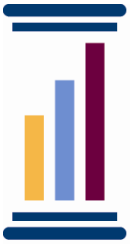
BCSSE
beginning college survey
of student engagement

Updated
to survey
transfer and
older students
too!

BCSSE has helped us gain a nuanced understanding of the needs and expectations of our incoming students. We have used the data to enhance our advising, peer mentoring, and persistence efforts for first-years, and to identify the students who might benefit from different kinds of outreach.

— Jay Coleman, Vice President of Data Analytics, University of North Florida

Registration opens March 2, 2020
at bcsse.indiana.edu



THANK YOU!

Please contact me with any questions or comments.

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BCSSE

beginning college survey
of student engagement